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Music's Affect on Performance During Writers' Workshop

by

Caitlin E. Philpott

A thesis or project submitted to the
Department of Education and Human Development of the
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Master of Science in Education

Music's Affect on Performance During Writers' Workshop

by

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Abstract

This research attempted to answer the question, how does music affect the time on task and the number of words/sentences written during writers' workshop. The researcher collected data from a first grade class in an urban school. The researcher used classical music from various artists during writers' workshop. Organized charts and surveys were used to collect the data. The data was analyzed to determine if there was an increase in students' progress.

Chapter 1

Introduction

In the past 10 years, research has begun to provide teachers with significant information about the affects music has on a classroom environment. We are finding simply playing music in the background can dramatically change the classroom environment (Jackson, 2003).

Music has always been an enormous part of the researcher's lifestyle. Once the researcher began her internship, she saw first hand how much the inner-city populations of students are not exposed to different types of music. After a discussion with her mentor teacher it was decided to use music more often since both teachers have strong backgrounds in music. The researcher started by using music on a random basis fitting it in where she thought it might help the students with a task. Then after further discussion with her mentor and the students in the classroom, the researcher decided to use it on a more consistent basis.

Background

The researcher's classroom has been using a particular model of teaching. The writers' workshop model consists of a mini-lesson modeling the task, then a working period, followed by a closing meeting (Calkins and Mermelstien, 2003). The mini-lesson is approximately 10-15 minutes in length. In this time, the researcher would model and/or introduce the topic for that particular day. The mini-lessons are ongoing and relate to the previous and following day. The mini-lessons are based around what the students need to be successful at writing and the district writing standards.

The working period is approximately 35 minutes in length. This is the period in which the students are working independently on assignments. During this time the researcher held conferences with individual students. The conference was approximately 10 minutes in length and began by discussing any problems or hardships. A review of the student's work followed along with a discussion about how the student planned to move forward with his or her progress. An individual goal was then discussed and set. The student's responsibility was to work towards achieving that goal by the next conference.

Following the working period was the closing meeting. The closing meeting revisited the mini-lesson and gave the students a chance to share their progress. Often the students read their writing pieces and the rest of the class played T.A.G. (T - Tell them something you liked/disliked about their writing, A- Ask them a question about their writing, and G - Give a suggestion on how they can move forward).

Within the writers' workshop block the researcher has noticed students often not progressing in their writing. Many students simply add very little detail and at a minimal effort. Only one or two sentences are added during a work period of 35 minutes. The researcher was investigating, through the use of music during writers' workshop, if the number of words and sentences produced can be increased.

Research Question

This study investigated how music affects time on task during writers' workshop. Does music affect the amount of words written in the 35 minutes devoted to writer's workshop? Does it affect the amount of sentences

written in 35 minutes? Finally, are students able to achieve their individual goals at a more consistent rate?

Limitations of the Study

The research is limited to nine students in a first grade classroom, in one urban school district in upstate New York. Given the small number of participants in the study, the data will not be generalized to other first grade students, classrooms, or other schools.

Definitions

Conference

Individual meetings with students to monitor their progress and understandings.

Individual Writing Goal

Goals set for the individual student during conferencing with the teacher. Goals could include, but are not limited to, having a period at the end of your sentences, and beginning your sentences with a capital letter.

Writers' Workshop

An hour working period, which involves a 10-15 minute mini-lesson with a 35-minute working period.

following, with a 10-15 minute closing meeting (Calkins and Mermelstien, 2003).

Chapter 2

Review of the Literature

Introduction

For years music has been affecting the lives of people of all ages. Recent studies indicate that music has the largest affect on early childhood students (Campabello, 2005). It has been suggested that music accelerates the comprehension of writing, and reading, and may enhance creative ability (Jausovec, 2006). The outcomes of academic tasks performed by the students may improve when music becomes part of the learning environment.

Music's Affect on the Brain

Music acts as a stimulus on the brain. The brain is then driven to function at a higher level of thinking (Jausovec, 2006). Brain scan studies performed at the University of California at Los Angeles (UCLA) showed how music encompasses brain activity within both the right and left hemispheres; a higher amount of activity shown than in any other activity that was studied (Campabello,

2005). In a recent study by Jausovec, music in the background was shown to have an effect on the visual brain activity. Students who completed a visual activity while listening to music had a higher level of brain activity and were able to use the knowledge gained and apply it towards other aspects of their learning (2006). Jausovec explains that, "Music acts as an exercise for exciting and priming the common repertoire and sequential flow of the cortical firing patterns responsible for the higher brain functioning" (2006, p.2705) and therefore, develops pattern recognition and increases neurophysiological activity. The effect was studied through the use of Mozart's music, and an improved result was found on spatial IQ tests (Jausovec, 2006).

Introducing music at a young age will set a foundation for positive attitudes towards different genres of music. At such a young age students still hold open minds and are willing to accept the wide variety of styles and culture. Music is a way for young students to express themselves; some need the stimulation to make an emotional connection necessary for learning and development (Campabello, 2005). As Campabello states, "Music offers cognitive benefits such as: vocabulary

acquisition, symbolic understanding, sense of sequence and auditory training" (2005, p.33).

It has been suggested that music can accelerate the learning process. Studies have shown accelerated learning in subjects such as mathematics, foreign languages, and reading (Jausovec, 2006). Some studies indicate that children who are exposed to music at an early age are more likely to average a 10 to 20 point increase in IQ as compared to those who were not exposed to music. Also later in life children are more apt to score higher in math and reading (Campabello, 2005). Characteristics such as increased focus, improved behavior, and self-confidence have improved for students with learning and behavior problems. A change in long-term memory aided in the enhanced performance from students through the use of music (Campabello, 2005).

Learning through Cross-Curricular Activities

Through the use of cross-curricular activities, students are able to learn several things at the same time. If the students are able to express themselves through art in the classroom, a deeper level of comprehension can be reached. Music is very much the

same. The use of music brings elements into the classroom that are not regularly present during the "normal" school day. Music brings diversity and energy to the classroom. There are no two pieces of music that are the same and that is the beauty of music. The students are able to easily relate to the different pieces of music because they are being taught it is good to be different. Using a tool for teaching that demonstrates what the students are trying to learn increases the chances a student will learn from the lesson (Burrack, 2005).

A cross-curricular approach increases a student's chance for understanding because each discipline is focused on and the connection is often made between disciplines. Burrack stated that, "Although, students acquire knowledge relevant to each discipline, their understanding can be limited, because deep understanding often depends upon the intersections and interaction of the disciplines" (2005, p.46). Therefore, there needs to be a focus on both disciplines and a relationship should be made between the two disciplines. Making connections between disciplines was part of the educational movement of the early twentieth century (Burrack, 2005). Central

themes and issues were explored along with experiences and were taught in a connected manner as opposed to being taught separately.

The quality of both disciplines should be a goal in developing a cross-curricular approach. Through the use of instructional connections, students are drawn to integrate what they know with their own experiences and apply it to their quest for understandings (Burrack, 2005). The choices of literature used can have a dramatic affect on how connections are made. If there are no common features or attributes then the students will not be able to use their own abilities towards finding the relationship (Burrack, 2005). Burrack demonstrated that, "Knowledge is learned more quickly and remembered longer when constructed in a meaningful context in which connections among ideas are made" (2005, p.49). If the theory is used correctly, the students will have a more meaningful and successful approach towards acquiring a greater chance of understanding.

Music's Affect on Classroom Environment

A classroom environment can be altered greatly through the use of music. Jackson (2003) found that the

overall behavior of the students can improve, and the amount of stress the students are feeling can be reduced. Also music can be used as a tool for classroom management. Music provides a change in the regular routine and will keep the students focused on the task at hand, which may increase learning (Jausovec, 2006).

Music is also a way for some students to find success or find a way to release anger or stress. By having music as a therapeutic outlet for expression of emotions it opens a new door for overall knowledge building. Specifically, teachers can learn ways to help the students to express themselves, and students can learn how to manage either their emotions or anxieties. The use of music in turn can solve simple behavioral and transitional problems (Jackson, 2003).

Music can enrich and enliven activities and therefore, may assist the students to stay on task so that the need for disciplinary intervention remains low. The use of music may also encourage students to work as a team and be committed to each other as well as the activity. Jackson states that, "Music stirs memories, banishes boredom, and creates a harmonious atmosphere in the classroom" (2003, p.6). This concept will really

shine through the use of different genres and styles of music. It will also help the students to be more culturally aware of their surroundings and the different types of values shared through the different cultures considering no culture on this planet is without music (Jackson, 2003).

"Effective integration of music, movement, and literacy creates an environment that develops literacy skills, fosters creative expression, increases cultural awareness, and enhances memorization and comprehension skills" (Hill-Clarke & Robinson, 2003, p.1). Using music daily along with instruction will give teachers another way to include the diverse backgrounds of the students. Through the use of song, music improves students' comprehension and recall of information. Students who struggle with literacy can find motivation and confidence through the use of music (Hill-Clarke & Robinson, 2003).

Choosing Music that Motivates

Music can also be used as a motivational tool. Often students have no motivation to learn once they come to school. The outlet of music will inspire many

students to be productive and consistently try (Jausovec, 2006).

Students have strong feelings towards things they like and dislike. Therefore, it is important that teachers use music that is appealing (Woody, 2004). Adapting to your students' needs may be difficult but if a single idea is used such as faster tempos, then the selection of music to choose from is narrowed down. Woody states, "Students are more receptive to unfamiliar musical styles when their teacher chooses a representative piece that somehow 'goes with' something they like" (2004, p.36). If students can relate to the music then motivation levels will peak (Werpy, 1987).

If standards are set and the student understands the stipulations then the students' achievement and motivation effort will increase at a consistent rate (Werpy, 1987). If a student feels as though they are reaching a mastery level or a higher level than previously, his or her own self-esteem and confidence will increase and motivate him or her to work at a higher level. "Students make choices about what to learn based on whether they expect to succeed and on how much they value doing the task" (Werpy, 1987, p.51). Those choices

will then determine how much effort they put forth for the activity. The choice of music needs to be appropriate because students can only be motivated if they are presented with a chance of success (Werpy, 1987).

Good music choices can avoid frustration, boredom, and behavior problems. Good music choices include music that students can handle; if the music is too complex then the students will not be able to make personal connections. Students are able to find relationships between the music and the activities, which will motivate their future behavior. "We do not need to appease students, but we do need to create motivation through expectancies and values if we want our students to experience meaningful and enthusiastic learning now and in the future" (Werpy, 1987, p.52).

Teaching Writing

Teaching writing at the elementary level can be difficult at times. All of the basics need to be established and a strong way to establish that is through a workshop model. Through the workshop model the teacher models writing strategies every day and the students are

given a chance to make connections. Connections need to be made through literature and personal experiences (Richgels, 2003).

Richgels (2003) describes six traits that enhance the writing process: ideas, organization, voice, word choice, sentence fluency, and conventions and presentation. The first and third trait, ideas and voice, show it is important for students to want to write and to have their voice heard through their own ideas. This will give the students ownership of the writing, which will lead to making personal connections. The teacher using either the students or his or her own ideas and sharing them with the class models the second trait, organization. Graphic organizers are used often during the modeling process because the students can easily use them. The fourth trait, word choice, can make a significant impact on a student's understanding of a sentence. Sentence fluency, the fifth trait, and structure can be too complex for some young students to understand and sometimes if the instruction does not fall within the students' zone of proximal development, they can become very frustrated (Calkins, 1994). The zone of proximal development is a target area in which a student

learns the most and has the highest order of understanding (Calkins, 1994). It is very important to recognize the many achievements of the students through the sixth trait of conventions and presentations. It is critical for each student to share his or her writings and ideas. If students are not given the chance to share their writing they will often think that they are not good writers. If students think they are not good writers, it affects motivation and they often stop trying to become better writers. The writing model is a great way to teach writing because it is student-centered and the students are able to make more meaningful connections.

Writers' Workshop Model

A main principle of the writers' workshop model is ritual. Students are supported at a more consistent rate through a regular schedule. "The key is to provide simple and predictable structures on which students can rely" (Calkins, 1994, p.251).

Each writer's workshop consists of three main activities, which are the mini-lesson, the work period, and the closing meeting. The mini-lessons are taught

whole group and are determined by the students' needs (Behymer, 2003). The topics of the mini-lessons are chosen because they would be most beneficial for the whole class. Some lessons may be focused on high-frequency words and word chunks; others may be on the formation of letters or where to put a capital letter; others may include how to write a narrative story using time order words. A key teaching strategy for writing is to always be flexible (Behymer, 2003). Since the mini-lessons are based on the students' needs, the teacher needs to be alert and willing to alter any mini-lesson to better help the students on any given day. For example, a student may start a conversation about a topic she is having trouble with, instead of dismissing the student to finish the mini-lesson, adapt the lesson to help the student find a solution to her problem.

Some problems cannot be fixed in a whole group lesson because there is a wide range of writers. Therefore during the work period each student is seen for an individual writing conference. During these conferences the student and the teacher are able to communicate possible struggles or accomplishments. Each conference is a time for one-on-one teaching. It is also

possible for the conference to have more than one student. There may be a few students that are all having the same struggle, therefore a larger conference group would help them all at the same time instead of teaching the same concept multiple times (Behymer, 2003).

The closing meeting is a time for the students to share their writing. This is a great time for the students to see each other's successes. It is also a time when students see possibly a higher quality of work than they are producing and it may give them the motivation to try harder. All of the students should know the expectations but sometimes seeing another student's accomplishments means more than just hearing that they need to try hard (Behymer, 2003).

Conclusion

It is believed that music may act as a stimulus to the brain and can increase the level of brain activity present during a certain activity. Introducing music at a young age can increase the chances of having a positive long-term effect. Music can foster cross-curricular connections. The more connections made, especially on a personal level, the more complex the level of

understanding. Music is a tool that can be used to change the classroom environment and increase student motivation. Music can affect students learning experiences and make them more meaningful.

During writers' workshop, the classroom environment is functioning at a high level because it is student-centered and each student's voice is given an opportunity to be heard. Each student is also given many learning opportunities through the constant communication with the teacher. Music may play a role in fostering the writing process. In this study, the researcher examined whether the use of music during classroom writing activities increased the number of words and sentences produced by the students. The researcher also looked at which group of students is most affected by the music, the above average, the average, or the below average writer, as measured by the achievement of their individual goals.

Chapter 3

Methodology

Introduction

This research was carried out to identify the positive attributes music might bring to a classroom environment. It also investigated how time on task and amount of words/sentences produced by the students are affected through the use of a simple tool, such as music. The researcher also noted if the individual academic goals of students were achieved at a higher rate, through the use of conferencing.

Participants

The researcher's school is located in upstate New York. The school is part of an urban city school district. All of the participants are in the same first grade classroom. Nine students were randomly selected from the population of students who have received consent to participate in the study. The students' ages ranged from five to seven years old. Out of the nine students, five are African American, three are Multi-racial, and

one is Caucasian. All of the students receive free or reduced breakfast and lunch. The researcher's mentor teacher is of Caucasian descent. She has been teaching for a total of 22 years within the urban city school district. The researcher is an intern in her classroom. This is the researcher's first year teaching, after receiving initial certification.

Research Design

Through the Department of Education and Human Development at The College at Brockport, the researcher has taken a research class. The class set the researcher up to create a thesis proposal and an Institutional Review Board (IRB) proposal. Prior to completing the thesis proposal the researcher completed a literature review on music's affect on the classroom during writers' workshop.

During the time of completing the literature review the researcher sent parental consent forms to all of the students' parents in her classroom (See Appendix F). The consent form gave the researcher permission to use the student's work that was produced during writers' workshop. The students were also asked for their permission to use

their work for research. While written consent was obtained, the students were told how music would be used in writing class (See Appendix G). Upon receiving the consent forms, the researcher randomly selected from the entire class, the nine students that would be participants in this study. It was then noted after receiving all of the consent forms that the selected students needed to be selected again. This was due to not receiving consent forms from all of the students. Therefore, the researcher then randomly selected the nine students from those who returned the consent forms. A pseudonym was assigned to each of the nine selected students.

Upon approval from IRB, the researcher began to collect baseline data. The student's previous work was compiled and analyzed to determine an average number of words and sentences produced during the time frame of four days or a complete week of work. The students were placed into one of three groups: the above average, the average, and the below average group. The placement was determined by their previous work during writers' workshop and the district writing standards for first grade students. These standards are in the Narrative

Rubric in Appendix D. The rubric includes the writing skills and the levels of performance for each of the seven skills listed. The goals were assigned during student-teacher conferences, which occurred on a weekly basis. The goals were determined on an individual basis, depending upon which skills in the rubric the student needed to work on the most. This was included in the study as baseline data for comparison purposes.

Data Collection

Data was collected for a total of eight weeks. The data was determined by the use of Charts 1 and 2, and the weekly survey (See Appendices A, B, and C). The researcher filled in the charts and the students completed the survey at the end of each week. Chart 1 is a simple checklist which was noted every five minutes, that showed which students were staying on task, talking, or walking around the room during writers' workshop (See Appendix A). Chart 2 was filled in with the data collected to show the number of words and sentences written during each writers' workshop (See Appendix B). The students, showing how they feel about the music for that week, completed the survey (See Appendix C).

Each week a new selection of music was used for the duration of the week. All of the selected music was from the genre of classical music; the only alteration was the composer. The music was selected because of its genre and lyrics were not used in the songs. The selection of music came from the researcher's own collection of music. See appendix E for a complete list of the music used throughout the study. The surveys helped to determine the music that was the most beneficial for positive progress.

Once the data was collected the students were compared against themselves as to how the music affected their individual achievement toward an increase in words and sentences written and their individual goals. As a group, the above, average, and below, determined which students within the classroom benefited the most from the use of music.

The following table shows the triangulation of data.

Table 1

Recorded Data	Number of Sentences Per Student	Number of Words Per Student	Accuracy Rate Per Student	Student Interest and Motivation	Student on Task
Chart 1 Time on Task					X
Chart 2 Number of Words/ Sentences	X	X			
Weekly Survey				X	
Field Notes of Goals			X	X	X

Data Analysis

The data was analyzed through a series of different processes. The time on task and the number of words/sentences were analyzed through charts (See Appendices A and B). The researcher looked for patterns and connections in order to make further generalizations.

The surveys were analyzed for any links between the students' and their production during writers' workshop. The data collected from the time on task, the number of words/sentence, and the survey were organized into separate line and bar graphs for further analysis. The field notes were analyzed and included in findings or generalizations.

Conclusion

All of the data collected cannot be generalized towards other groups of students. The generalizations are limited to the nine students who participated in this study. The successful tools used in this study can be passed on to other teachers to assist with the productivity of writing with the use of music.

Chapter 4

Findings

Introduction

This research was collected over a period of eight weeks. The participants in this research were from a first grade classroom in an urban city school district in upstate New York. For the purpose of this study music was used to investigate the affects it has on productivity during writers' workshop. The researcher also examined how music affected the time on task and if the students were able to achieve their individual goals at a more consistent rate.

How does music affect the time on task?

Every student was categorized at a five-minute interval to determine the amount of time spent on task. The students were recorded as either on task, talking, or walking. The researcher made notes about the specific kind of interaction between the students to determine whether the conversations were on task or related otherwise.

The above average group spent an average of 55.0% of its time on task. The average group spent an average of 78.3% of its time on task. The below average group spent

71.2% of its time on task. See the charts listed below to determine the average time spent on task for the individuals in each of the three groups.

Chart 1

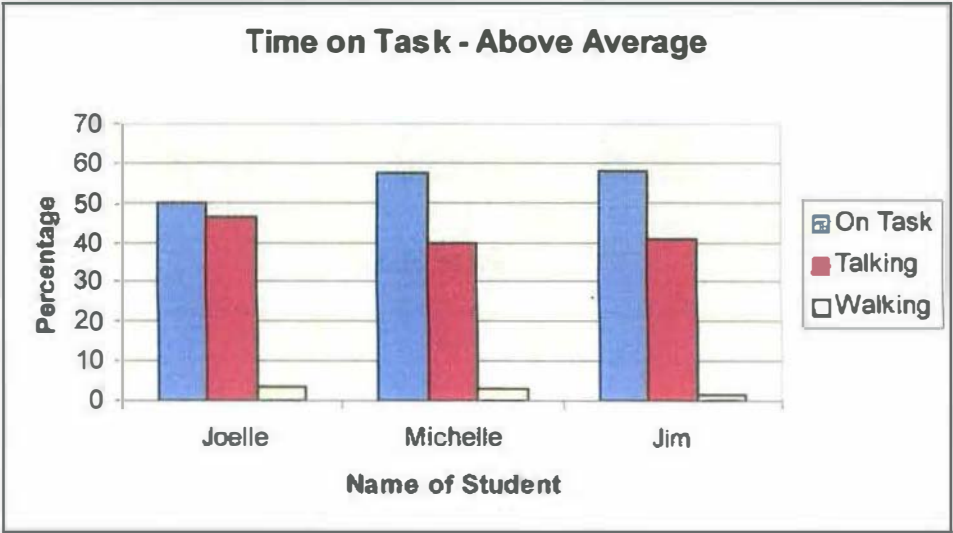


Chart 2

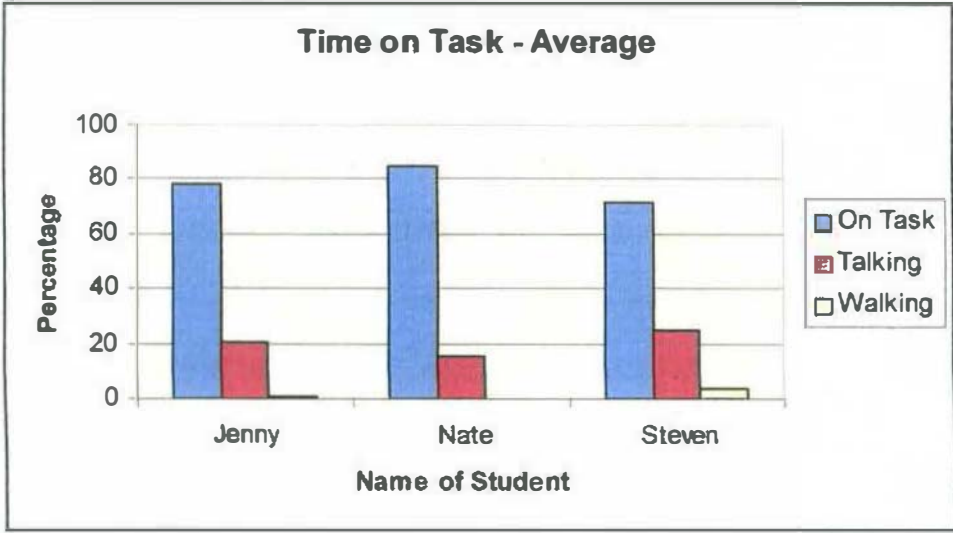
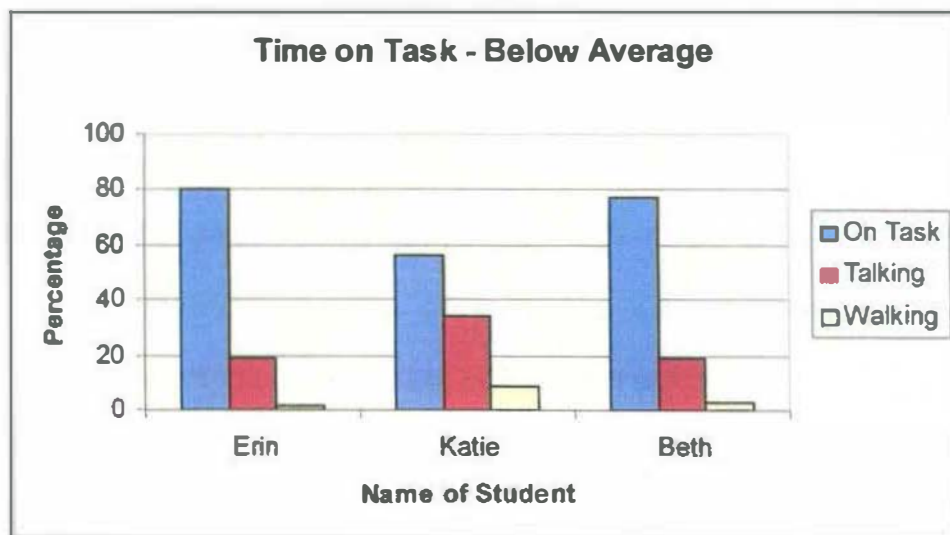


Chart 3



The Time on Task Chart 1 (See Appendix A) contained all of the recorded information, which is represented within these previous charts. The relationship as to why the above average group spent less time on task on average was not determined through this study.

The students' time spent on task did not vary in relation to the different artists within the classical genre of music being used. From week to week the time spent on and off task did not have a great deal of variety. This could be due to the length of the study being too short or it could be due to the lack of variety in genres of music, the researcher is unable to determine this from this research.

Does music affect the number of words/sentences written?

At the end of each day the students' writing pieces were collected and analyzed. A record was taken as to how many words and sentences were written on that given day on the Number of Words/Sentences Chart 2 (See Appendix B). Each student had days of extreme improvement but none of which could be directly related to the use of music because there was not a consistent rate of improvement over the time period.

The relationship between the number of words and the number of sentences written during the writing period was directly related to each other. Each time a students' number of words increased, the number of sentences increased as well. This was true for all of the students' who participated in this study. As shown in the first and second week of collecting data the students' productivity varied enormously throughout for the above average, average, and below average groups, see charts below.

Chart 4

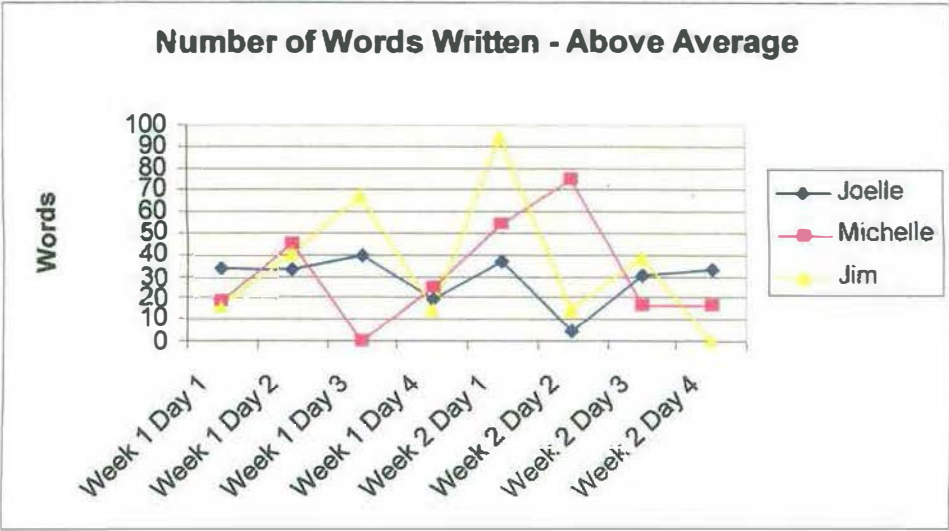


Chart 5

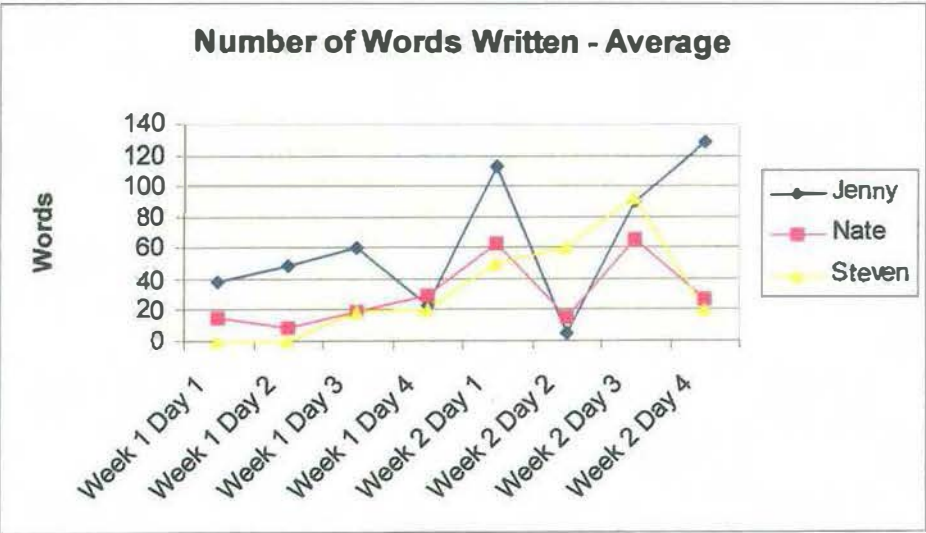
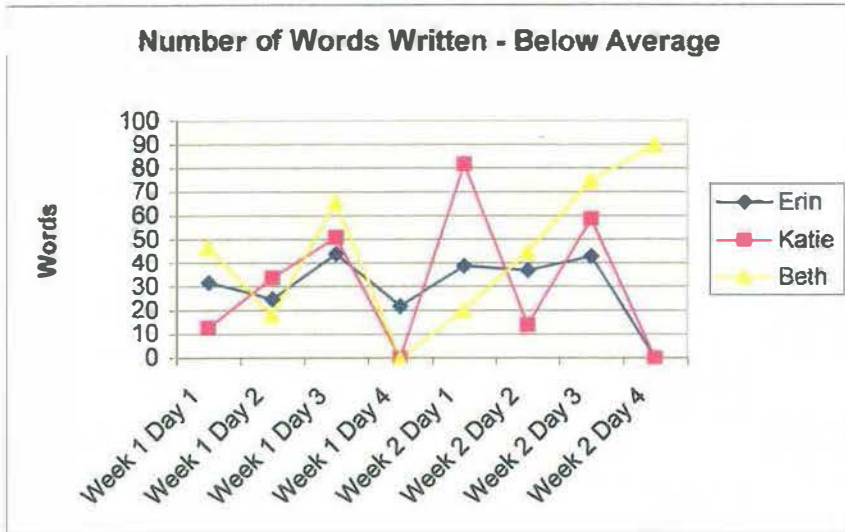


Chart 6



The levels of productivity varied throughout the study as week one and week two indicate in the previous graphs. Overall the students did not show much change throughout the study. If the study were over a longer period of time, more of an impact may have been shown. The researcher is unable to determine that at this time from this study.

Are students able to achieve their individual goals?

The students' individual goals were determined through daily conferences. Each student had a conference everyday and was given a goal to achieve. Some of the students' goals lasted over long periods of time but were addressed daily. The goals were determined from the Narrative Rubric (See Appendix D).

Overall the students were able to achieve their individual goals. The researcher's field notes helped to determine the students' achievement. Through this study the researcher is unable to determine whether there was an increase in success rate due directly to the use of music or if it was related to the time of the school year. It is possible that nearing the end of the school year the students finally understood material that was taught throughout the duration of the school year. In order to determine the direct relationship an extended study should take place both with the use of music and without to determine which has a greater impact, music or the time of school year.

Does music affect the interest and motivation?

At the end of each week the students' were given a survey (See Appendix C). This same survey was used every week through the entirety of the study. This survey was used because although the genre of music was consistent the artist changed from week to week. Through the surveys the researcher was able to determine that the students found the music to be distracting during the beginning but by the end of the study the students did not. Also almost 90% of

the time the students liked the music that was being used and didn't feel as if the music was being played too loud.

The students' opinion as to the music helping them stay focused was split: about 50% of the time it helped and 50% of the time it did not help. There was a relationship to the artists being played during those weeks. The music that was livelier did not help the students focus. The music that was calming and quieter helped the students complete their work. The students were also split 50/50 about whether or not the music helped them think of more ideas. Since it was split 50/50 the researcher is unable to determine which kind of classical music has a better affect helping the students' keep focused and generating more ideas.

Throughout the duration of the study the students emphasized wanting to have the music continually played during writers' workshop. The only week that the students were unsure if they wanted to continue with the use of music was the last week of the study. The study is inconclusive as to why the last week the students were unsure. But the researcher feels as though maybe the students were becoming uninterested in the variety within the genre of music that was being used. If there were different genres used or multiple artists were added to the

list of music then maybe the interest level would have been different, but the researcher is unable to determine that at this time.

Conclusion

According to the literature (Jausovec, 2006; Campabello, 2005; and Jackson, 2003) music does have a lasting affect on the productivity during writers' workshop. But through this specific study much of the findings were determined inconclusive due to the length of the study and the limitation of genres of music used. If the study was to be repeated the results may vary and may have a different impact on the students but the researcher is unable to determine this at this time.

Chapter 5

Implications

Introduction

This research was conducted in a first grade classroom in an urban city school district in upstate New York. For this study the researcher used music during writers' workshop to investigate the affects on students' productivity through the number of words and sentences written during a writing period, as well as examining the students time on task and achievement of individual goals. The following implications are drawn from the findings presented in chapter four.

Implication #1: Music should be used during all curricular areas.

As the data implies the students had positive feelings towards the use of the music during writers' workshop. The findings show an overall increase in time on task. Therefore if the music was used during all other subject areas then an increase in time on task may occur. The students' positive attitudes may carry throughout the

duration of the school day instead of just during writers' workshop. It is the researcher's belief that music creates a change in the environment both mentally and physically. The students are exposed to music they may not ordinarily be accustomed to listening to as well as opening the door of opportunity towards learning multiple disciplines simultaneously.

Implication #2: Teachers should not avoid using music in the classroom because of their own lack of knowledge about the subject.

The researcher believes that music is supposed to be explored. If the teacher has a lack of knowledge that is ok because the students may surprise you by their own knowledge or expertise about music. It gives both the teacher and the student a chance to investigate music, what it means, where it originated, and how it was arranged. This will present a great opportunity to link to social studies and the study of composers or the poetry in the lyrics of a song. Exploring and discovering new things is a part of learning. If the students see that you as the teacher can learn new things everyday too, then it may change their own perspective on the discovery of learning.

Implication #3: All different types of music should be used in the classroom.

Classical music was the focal music for this study but a variety of genres should be used in the classroom. The students in this particular study did have positive feelings towards the classical music. But this study was only with nine students and it cannot be generalized toward all young students. Therefore all students may not have such a positive response to classical music. Teachers should sample a variety of genres to find what best interests the students. Just as each student is different, each classroom is different, and the students should not be deprived of the opportunity of working with multiple genres just because of preference or previous achievements.

Conclusion

This research took place in an urban city school district in upstate New York. The students were in a first grade classroom and ranged from five to seven years of age. Due to the limited number of students studied this research cannot be generalized towards other classes, first graders, and or schools.

If this study were to be conducted again the results may or may not vary due to the different limitations. This research provides insight to the positive attributes of using music within the classroom environment. This research also investigated the time spent on task and the accuracy of achieving individual writing goals. To show a better representation of the affects of music on writers during writers' workshop, a larger sample of students should be studied, as well as a range in ages to determine where developmentally music best integrates with the learning process. The researcher believes these rationales to be true for any teachers looking to enrich their students learning opportunities through the use of music.

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Other Resources

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Appendices

Appendix A

Time on Task
Chart 1

Date:

Action	On Task	Talking	Walking	On Task	Talking	Walking	On Task	Talking	Walking	On Task	Talking	Walking	On Task	Talking	Walking	On Task	Talking	Walking	On Task	Talking	Walking
Name	On Task	Talking	Walking	On Task	Talking	Walking	On Task	Talking	Walking	On Task	Talking	Walking	On Task	Talking	Walking	On Task	Talking	Walking	On Task	Talking	Walking
Joelle																					
Michelle																					
Jim																					
Jenny																					
Nate																					
Steven																					
Erin																					
Katie																					
Beth																					
	5 min.			10 min.			15 min.			20 min.			25 min.			30 min.			35 min.		

Appendix B

Number of Words/ Sentences
Chart 2

Date								
Name								
Joelle	W S	W S	W S	W S	W S	W S	W S	W S
Michelle	W S	W S	W S	W S	W S	W S	W S	W S
Jim	W S	W S	W S	W S	W S	W S	W S	W S
Jenny	W S	W S	W S	W S	W S	W S	W S	W S
Nate	W S	W S	W S	W S	W S	W S	W S	W S
Steven	W S	W S	W S	W S	W S	W S	W S	W S
Erin	W S	W S	W S	W S	W S	W S	W S	W S
Katie	W S	W S	W S	W S	W S	W S	W S	W S
Beth	W S	W S	W S	W S	W S	W S	W S	W S

KEY: W = words, S = sentences

Appendix C

Name _____

Date _____

Directions: Circle the picture that is similar to how you felt during writers' workshop. Thumbs up for yes, Thumbs down for no.

1. Did the music distract you?



2. Did you like the music?



3. Was the music too loud?



4. Did the music help you focus on your writing?



5. Did the music help you to think of more ideas?



6. Do you want us to keep playing music during writers' workshop?



Appendix D

Name _____ Date _____

Narrative Rubric

	Exceeds Standards 4	Meets Standards 3	Working Toward Standards 2	Below Standards 1
Capitals	I use capitals to begin my sentences and for proper nouns.	I use capitals to begin all of my sentences.	I use capitals correctly some of the time.	I do not use capitals correctly.
Punctuation	I use punctuation correctly and experiment with ? , ! and “ “	I use punctuation correctly.	I use punctuation correctly some of the time.	I do not use punctuation correctly.
Spaces	N/A	I use proper spacing between my words.	I use spaces between my words inconsistently.	I do not use spaces between my words.
Phonics	I use my sight words and letters and sounds to write most words correctly.	I use beginning, middle and ending sounds to write my words.	I use beginning and ending sounds to write my words.	I use random letters to tell my story. I may/may not use beginning sounds for my words.
Meaning	My story creates a believable world and I use language heard in books.	My story has a beginning, middle and end that makes sense.	Some of my story does not make sense.	My story does not make sense.
Details	I used many details about events and characters.	I used details consistently to make my story interesting.	I used some details.	I did not use details.
Printing and Neatness	I print exceptionally neat with no erasing.	I print correctly and neat.	My work can be read, but needs improvement.	My work is not neat. It is hard to read.

Appendix E

Work Cited

BBC Big Band Orchestra. Big Bands: Music from the War Years
Vol. 1-4. Madacy Entertainment LP, 2006.

Classics for Relaxation. Disc 1-4. Madacy Entertainment LP,
2006.

Mannheim Steamroller. Fresh Aire. American Gramophone
Records, 1985.

Mannheim Steamroller. Fresh Aire 5. American Gramophone
Records, 1983.

Moore, Dr. Nick. Sentimental Piano. Reflections, 1999.

Sunday Morning Coffee. Day Parts. American Gramophone
Records, 1991.

Appendix F

STATEMENT OF INFORMED CONSENT FOR PARENTS

This form describes a research study being conducted with students about the affect music has on students' during writers' workshop. This purpose of this research is to identify whether the use of music during classroom writing activities increases the number of words and sentences produced by the students. The person conducting the research is a student at SUNY College at Brockport. If you agree to have your child participate in this study, s/he will be asked to complete a survey about how music affects them individually during writers' workshop.

The possible benefit from being in this study could be that students will have an increase in motivation to write. The students could also have a significant improvement in his or her writing techniques and strategies.

Your child's participation in this study is completely voluntary. Being in it or refusing to be in it, will not affect your child's grades or class standing and all students will still have an opportunity to benefit from the use of music. S/he is free to change her/his mind or stop being in the study at any time.

I understand that:

1. My child's participation is voluntary and s/he has the right to refuse to answer any questions. S/he will have a chance to discuss any questions s/he has about the study with the researcher after completing the survey.
2. My child's confidentiality is guaranteed. Her/his name will not be written on the survey. There will be no way to connect my child to the written survey. If any publication results from this research, s/he would not be identified by name. Results will be given anonymously and in group form only, so that neither the participants nor their schools can be identified. Participation will have no effect on grades status.
3. There will be no anticipated personal risks because of participation in this project.
4. My child's participation involves reading a written survey of 6 questions and answering those questions by circling the appropriate picture. It is estimated that it will take 5 minutes to complete the survey. Everyday the students writing pieces will be analyzed and counted for the number of words and sentences they write on that particular day.
5. Approximately 9 people will be selected at random to take part in this study. The results will be used for the completion of a research project by the primary researcher.

6. Data and consent forms will be kept separately in a locked filing cabinet by the investigator and will be destroyed by shredding when the research has been completed. If you choose for your child not to participate then no data will be collected for your student.

You are being asked whether or not you will permit your child to participate in this study. If you wish to give permission to participate, and you agree with the statement below, please sign in the space provided. Remember, you may change your mind at any point and withdraw from the study. Your child can refuse to participate even if you have given permission for her/him to participate.

I understand the information provided in this form and agree to allow my child to participate as a participant in this project. I am 18 years of age or older. I have read and understand the above statements. All my questions about my child's participation in this study have been answered to my satisfaction.

If you have any questions you may contact:

<u>Primary researcher</u>	<u>Faculty Advisor</u>
Caitlin E. P pott	Dr. Betsy Balzano
	Education Dept. 585-395-5549
Cphil121@brockport.edu	bbalzano@brockport.edu

Signature of Parent /Date

Child's name _____

Appendix G

STATEMENT OF INFORMED CONSENT FOR MINORS

This form describes a research study being conducted with you as a student about the affect music has on students' during writers' workshop. This purpose of this research is to identify whether the use of music during classroom writing activities increases the number of words and sentences produced by the students. The person conducting the research is a student at SUNY College at Brockport. If you agree to participate in this study, you will be asked to complete a survey about how music affects you as an individual during writers' workshop.

The possible benefit from being in this study could be that you will have an increase in motivation to write. You could also have a significant improvement in your writing techniques and strategies.

Your participation in this study is completely voluntary. Being in it or refusing to be in it, will not affect your grades or class standing. You are free to change your mind or stop being in the study at any time.

I understand that:

1. My participation is voluntary and I have the right to refuse to answer any questions. I will have a chance to discuss any questions I have about the study with the researcher after completing the questionnaire.
2. My confidentiality is guaranteed. My name will not be written on the survey. There will be no way to connect me to the written survey. If any publication results from this research, I would not be identified by name. Results will be given anonymously and in group form only, so that neither the participants nor their schools can be identified.
3. There will be no anticipated personal risks because of participation in this project.
4. My participation involves reading a written survey of 6 of questions and answering those questions by circling the appropriate picture. It is estimated that it will take 5 of minutes to complete the survey. Everyday your writing pieces will be analyzed and counted for the number of words and sentences you write on that particular day.
5. Approximately 9 people will be selected at random to take part in this study. The results will be used for the completion of a research project by the primary researcher.
6. Data and consent forms will be kept separately in a locked filing cabinet by the investigator and will be destroyed by shredding when the research has been completed. If you choose not to participate then no data will be collected for your work.

You are being asked whether or not you want to participate in this study. If you wish to participate, and you agree with the statement below, please sign in the space provided. Remember, you may change your mind at any point and withdraw from the study. You can refuse to participate even if your parent/guardian gives permission for you to participate.

If you have any questions you may contact:

<u>Primary researcher</u>	<u>Faculty Advisor</u>
Caitlin E. Philpott	Dr. Betsy Balzano
	Education Dept. 585-395-5549
Cphil121@brockport.edu	bbalzano@brockport.edu

I understand the information provided in this form and agree to participate in this project.

Signature of participant /Date

Birth date of participant

Signature of a witness 18 years of age or older /Date

Appendix H

Principal: Debra Ramsperger

Assistant Principal: Lee Dam

Rochester City School District

To Whom It May Concern:

I have read the following research proposal and give my permission for the research to be done at pending approval by the Human Subjects Committee at SUNY Brockport.

Proposal Title: Music's Affect on Performance During Writers' Workshop

Researcher: Caitlin E. Philpott

§

APR 11 2014

Appendix I

Caitlin Phillpott (ID: 537093)

Friday, April 4, 2008

CITI Collaborative Institutional Training Initiative

[Announcements and Frequently Asked Questions \(FAQ\)](#)
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Defining Research with Human Subjects - SBR(ID: 491)	08/29/07	12640800
The Regulations and The Social and Behavioral Sciences - SBR(ID: 502)	08/29/07	12640866
Assessing Risk in Social and Behavioral Sciences - SBR(ID: 503)	08/29/07	12642399
Informed Consent - SBR(ID: 504)	08/29/07	12644207
Privacy and Confidentiality - SBR(ID: 505)	08/29/07	12645267
Research with Children - SBR(ID: 507)	02/04/08	15454480
Research in Public Elementary and Secondary Schools - SBR(ID: 508)	02/04/08	15455130
SUNY College at Brockport(ID: 563)	08/29/07	N/A
Introduction(ID: 757)	07/23/07	N/A
How to Complete the CITI Refresher Course and Receive a Completion Report(ID: 922)	06/06/07	N/A

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